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ABSTRACT

This technical assistance guide contains information on adult learners and how they differ from learners who are children and the related program implications. The first section describes characteristics of adults that affect the attitudes adults bring to the classroom situation. These include bringing life experiences; having self-concept as a major concern; being affected by problems and stresses in their lives; being pragmatic about learning; being selective in what they learn; having definite ideas about authority figures; thinking they are supposed to be in control; and being concerned about psychological and physical comfort. The next section discusses eight principles to guide the teaching of adults in a literacy and employment training program: (1) meaningfulness; (2) appropriateness; (3) modeling; (4) practicing; (5) empowerment; (6) stimulation; (7) openness; and (8) facilitation. A sample lesson plan that incorporates these principles of learning is provided. The following section focuses attention on instructional strategies for lower-skilled learners. Activities are listed that build skills through discussion, new experiences, self-evaluation, and software. An evaluation checklist is provided to assess potential materials for use with adult literacy students. An annotated list of 14 resource materials and publications related to literacy instruction and job readiness workshops is appended. (YLB)

ED 297754

WIDER OPPORTUNITIES: COMBINING LITERACY AND EMPLOYMENT TRAINING FOR WOMEN

Instructional Strategies & Resources

A Technical Assistance Guide

Wider Opportunities for Women, Inc.
1325 G Street, N.W. (LL) Washington, DC 20005

CE 057322

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for

Literacy and Employment Training Programs

A Technical Assistance Guide

A Supplement to:

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Published by:

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About Wider Opportunities for Women, Inc.

Wider Opportunities for Women works nationally and in its home community of Washington, D.C., to achieve economic independence and equality of opportunity for women and girls. For over 25 years, WOW has been at the forefront of women's employment issues.

What began as a local Washington effort to help women help themselves has become a multi-faceted women's employment organization, recognized nationally for its model training and job placement programs for women. WOW also leads a national network of 450 independent women's employment programs and advocates in 48 states. Each year, WOW's network serves more than a quarter of a million women seeking employment information, counseling, training and jobs. With its unique perspective as a job trainer and policy monitor, WOW is a respected advocate for the needs and rights of women workers.

This technical assistance guide was written by Judy A. Beck. The editors were Phyllis Furdell and Sandra Van Fossen. Carrie Roy was the administrative assistant.

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Preface

Single Female Parent Literacy Project

In 1987-88, with support from the John D. and Catherine T. MacArthur Foundation, Wider Opportunities for Women (WOW) implemented an 18-month, four-city action research effort which focused on the employment training and literacy needs of low-income single mothers. Activities of the Single Female Parent Literacy Project included conducting studies of women's employment and training programs serving low-income women in order to identify successful literacy strategies and the subsequent development and dissemination of a literacy skills program model located within an employment and training setting.

A comprehensive definition of literacy was used throughout the project in recognition of the changes in the nature of jobs predicted for the workforce by the year 2000. Not only are good basic skills--reading, writing, mathematics--needed for the workplace, but also higher order critical thinking skills and familiarity with computer technology.

The findings of the WOW research project suggested that on-site linkage of literacy classes to an employment and training program can be a significant factor in inspiring a woman to view improving her basic education skills as the foundation for improving her economic future. Developed with input from the original case study sites, the resultant program model combines the following key elements:

- o integration of literacy skills into employment training;
- o aggressive, sensitive outreach and recruitment;

- o provision for comprehensive support services;
- o small group training experiences in combination with individualized remediation;
- o inclusion of computer literacy and critical thinking skills;
- o career and other counseling;
- o work experience internships in employer settings; and
- o job search and follow-up.

The full program model is detailed in the manual Wider Opportunities: Combining Literacy and Employment Training for Women. (See publications list at the back of this guide).

Women's Workplace Literacy Initiative

From 1988-90, the U.S. Department of Labor funded a demonstration of the literacy and employment training program model. Targeted within four of the original case study sites, the Women's Workplace Literacy Initiative has provided supplemental funding for implementation of the model's key components. The results have been a strengthening of both the literacy and the employment training offerings in each of the four participating agencies:

Nontraditional Employment for Women (NEW), New York, NY

The Midwest Women's Center (MWC), Chicago, IL

The STEP Foundation: Mary Crowley Academy (MCA), Dallas, TX

Wider Opportunities for Women (WOW), Washington, DC

Technical Assistance Guides

The information contained in this technical assistance guide comes out of the demonstration experiences of the four program sites. While this guide can be used as an independent resource, it is designed to be a supplement to the program manual Wider Opportunities: Combining Literacy and Employment Training for Women.

Instructional Strategies and Resources for Literacy and Employment Training: A Technical Assistance Guide

Adult learners are different from learners who are children. Programs must be aware of those differences when designing instructional strategies. Just as the program must attempt to overcome some of the external and internal barriers which inhibit adult women who are low-income single parents from seeking services in the first place, so the program must structure its learning environment without adding new barriers once a women becomes a participant. Spending staff time on being clear about the program implications of dealing with adult learners is time well-spent.

Characteristics of Adult Learners

Adult learners are unique in many ways. The successful instructor will use teaching methods that work with attitudes of adults rather than in spite of them. The following statements about adults describe those traits that most often affect the attitudes adults bring to the classroom situation. These attitudes, in turn, strongly affect what and how much is learned. The generalizations about adult learners should be taken into account when planning classes for adults.

Adults bring real life experiences into the classroom.

Life experiences of adult learners are a resource for the learning process and can be built upon by instructors. It should be acknowledged that their experiences have been the basis for decision-making and are a part of why they are now in a program -- no one's life experience should be discounted. Classes should be structured to encourage group sharing. The instructor can help adult students organize and relate what they already know to the subject matter being taught.

Math instruction can be related to the students' "real life" experience by demonstrating how improved math skills can enhance their ability to manage finances. Instruction in vocabulary building and reading skills can be directed toward a better understanding of rental leases, child support papers and job applications. Writing assignments provide excellent opportunities for students to use their own personal experiences. Keeping personal journals can be made part of writing assignments, and personal experience can be the subject of assigned essays.

Adults have self-concept as a major concern.

For many women, low self-esteem is a barrier that the program must always help them address. Yet, most adults see themselves to some degree as responsible, self-directing and independent--or they want to be that way. Everyone has a need and a right to be treated with respect. Even if low self-esteem

is an issue for participants, they will still have pride and will not want to be involved in a learning situation that damages their self-image. Involving participants in decision-making around their own learning is important.

At the Midwest Women's Center each participant takes time on the first day to develop a self-contract for what she wants to accomplish. This contract is evaluated by the instructor, but the student takes responsibility for setting and affirming her own learning goals.

The instructor's ability to demonstrate sensitivity to the student's need to maintain self-esteem can be crucial to the success of any class project. An instructor at one of WOW's demonstration sites had scheduled employers from the business community to come and speak to her students. In order to reduce the sense of intimidation the women in her class tended to feel in such situations, she seated speakers and students at a round table which encouraged adult to adult conversation on a peer level. As a result, the atmosphere was very comfortable and informal and the students asked many questions of the speakers.

Adults are affected by problems and stresses in their lives outside the classroom.

Participants will bring many concerns with them into the program--need for income, concern over housing, problems with children, coping with violence in their neighborhoods. These concerns may result in a feeling of being stretched too thin

already. The content of discussions, materials and other learning exercises must relate to those concerns. The time frame of the program (length of total program and daily schedule) should also reflect that participants have a life outside of classes.

At the Mary Crowley Academy (MCA) this issue is minimized by the program's ability to bring the classrooms to the neighborhoods where their students live. The class itself consists of a group of women from the same neighborhood and the classroom is often in the community center. The women are free of stresses related to transportation because they can walk to the class and their children and their children's schools are close by.

MCA uses resources in the community called "Family Share Teams" to provide mentoring and tutoring services. Volunteers from churches, educational institutions, businesses and community service organizations "adopt" Mary Crowley students to support their efforts toward educational achievement. The program also provides the students with opportunities to do volunteer work in day care centers and other agencies. In this way the program serves as a liaison between the student and the community and the community involvement experienced by the student enhances her sense of self-worth, as well as her knowledge of community resources.

Adults are pragmatic about learning.

Adults feel pressure from their real life situations and will want to see an immediate application of things learned to their world. They are learning for the here and now and generally feel that they cannot afford to waste time.

The basic skills instructor at WOW who had assigned the book, **The Women of Brewster Place**, to her class was questioned by her students about the reason they had to read this book since they felt it was non-job-related. It was only after the instructor took time to explain the relationship between reading the book and the development of problem-solving skills as well as improved communication and vocabulary skills that the students accepted the assignment as appropriate.

At the same site, the women in the building repair and maintenance program began working harder in math class when they saw the relationship between calculating area, perimeter and volume and the skills they needed in their carpentry class.

Adults are selective in what they learn.

Adults will filter out what they don't want to hear or what they are not ready to learn. Instructors should be aware that learning will go at an uneven pace. It is important to vary the instructional approaches used with adults. One way to deal with this is to recognize with the class that the progress of each student will be unique and that each student has an individual learning style.

One resource that instructors in the demonstration sites found useful was Diane Famiano's **The Learner's Edge**, which outlines a way of determining how each person learns best. Each student participates in identifying her own learning style--that is, how she best retains information. This could be by repeating something out loud, using memory tools, etc. It includes instructions on how to structure environments for best concentration, such as how to select the most appropriate room and the best time of day for study. This book, by recognizing that everyone learns a different way, enables the student to take a proactive stance in setting herself up for success and finding ways to improve her own study skills. For the instructor, it provides a syllabus for presenting the information during one-hour classes each week.

Adults have definite ideas about authority figures.

Feelings about authority have been shaped throughout a person's life. Some participants will view instructors or other program staff as authorities to challenge, others will be passive and still others will view staff as partners and resources.

Adult students tend to filter what they learn through their personal experiences, including negative feelings about authority figures. With this characteristic of the adult learner in mind, an instructor at the Midwest Women's Center believes that her role as a teacher is to provide an alternative set of experiences to which course material can be related. To do this she sets up a

situation, which is non-threatening, in which the students can try out new behavior.

One technique she uses is to have the students write an essay or a couple of paragraphs about what happened to them the night before. The writing is exchanged with another student. The students read each other's work and respond to it. The reader points out to the writer what she didn't understand and they discuss the reason for the misunderstanding, such as grammar, content or spelling.

This method dilutes any antagonism to criticism from an authority figure, the teacher, and gives the students an opportunity to receive and give feedback about their communication skills which the instructor can then use in the classroom situation. The material covered by the instructor is then related to the "new situation" the instructor has set up in which students critiqued each other's work.

Another instructor operates on the assumption that students want to learn and her job is to remove any barriers to that desire. If a student has a negative attitude about learning, the solution, again, is to set up conditions for a new experience. According to this instructor, if you can change the experience, you can change the attitude.

One activity she uses to change the experience begins with having each student choose a partner. One student asks the other what three things are most important to her in her life. The questioner listens and later tells the whole group what the

responder said. In addition to introducing the importance of listening skills, students have to disclose something personal. This gives the instructor information on how to gear subject matter in subsequent classes. Adults respond to a peer-to-peer or collective approach better than to an authority figure. It is during an exercise like this, as simple as it is, that a sense of the group begins to develop.

This sense of group or bonding among the students seems to be very important in these kinds of classes. It makes it possible for students to give and receive help from each other and serves to enhance the retention rate in the class. For this reason, the instructor reinforces and encourages situations and opportunities for the students to work together and help each other.

At the Mary Crowley Academy, the leader of each neighborhood group of students (or "academy") is a former student. These academy directors are now role models for the new students and do teaching, counseling and problem-solving and represent the program in the community. Because they are former students, they do not represent a threat to the current students and are not viewed as authority figures.

Adults think they are supposed to be in control.

For some women, the belief that they must be in control will lead to a lack of emotional openness in the program, not letting

out many of the concerns or problems they carry wit. them and staying aloof from staff and other participants.

One activity used in the demonstration sites that helps to loosen the need for control is the yarn game. It also serves as a get-acquainted exercise and starts the bonding experience which makes group support possible.

The Yarn Game

> The group forms a circle. One person throws a ball of yarn to another at random. The catcher must answer a question from the group leader. The question is usually an opinion type, non-threatening question that cannot be answered with a yes or no. Example: What are your three favorite leisure time activities? or What public figure do you most admire and why? The person who catches the yarn and answers a question then throws the ball to another person. This continues until every one has had a chance to answer a question and throw the yarn.

Like the activity in which students pair off and one tells the other the three most important things in her life, this activity also gives the instructor information that would be difficult to elicit if she questioned students herself.

Adults are concerned about psychological and physical comfort.

The physical environment should not duplicate the traditional schoolroom because of its association with past educational failures. Additionally, it may be difficult for participants to focus on instruction because of the distractions caused by their life situations. When that is the case, the inability to have a cup of coffee or glass of juice, the lack of access to a bathroom when needed, being seated for too long on hard chairs or other physical discomforts will only distract further.

There are many ways to make the classroom setting more comfortable for the students. At the Mary Crowley Academy this is accomplished by holding classes in non-school settings. However, most of the instructors accomplished this by letting the students decide how they wanted to decorate the walls and what statements they wanted to make in order to personalize the classroom space. Students can also decide how they want the furniture arranged -- in a circle, around large tables, etc.

Teaching Guides

Given the above characteristics, there are eight principles of learning and motivation that should guide the teaching of adults in a literacy and employment training program:

1. Meaningfulness: Subject matter should be related to the participant's past and present experiences and interests, values and future goals.

2. Appropriateness: Each learning task should be within the scope of the student's existing knowledge.

3. Modeling: Learning is facilitated when the concept or process to be learned can be demonstrated. Instructors should outline the overall process, point out and name all steps and explain why decisions are made at each step.

4. Practicing: To reinforce learning, students should have ample time to practice what has been taught.

5. Empowerment: As the learning process starts for each new concept, the instructor will need to prompt responses. As the student becomes more sure, the instructor should provide fewer and fewer hints so that the participant is empowered.

6. Stimulation: Instructors should plan several ways of presenting material and use a variety of teaching strategies.

7. Openness: Students should be informed by the instructor of what the objectives for each learning unit are and what the teaching strategies will be. Students must always be allowed to ask questions.

8. Facilitation: The physical environment should facilitate learning. Additionally, instructors need to give prompt feedback on assignments and to students' work, reward effort and avoid any actions or attitudes that are negative.

The following is a sample lesson plan developed by one of the instructors at NEW and based on the syllabus presented in Marie Ponsot and Rosemary Deen's two books, **The Common Sense** and

Beat Not the Poor Desk[1], that does a good job of incorporating these principles of learning.

Working with Fables

Instructional goals:

1. To teach the elements of writing inductively and to proceed through the course in developmental fashion, identifying these core elements and practicing them.

2. To demonstrate that writing is a political act that places the student at the center, claiming authority over his or her work.

3. To encourage students to take sharp notice of the text (their own writing) by making concrete observations about what they've heard.

A class can spend several sessions on the fable; it yields much in the way of identifying elements of writing and practicing of student-centered composition. This exercise has worked very well for students reading and writing at 5th grade levels and above.

This exercise can done quickly and can't be done wrong if students follow simple verbal instructions offered by the teacher. Students produce short, yet complete, coherent pieces of writing that are fun to write and a pleasure to hear. Observations of the writing generate discussion about the abstract and concrete elements of writing; how language can be both simple and satisfying; how dialogue can make a piece of

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[1]**Beat Not the Poor Desk** (1982). **The Common Sense** (1985). Marie Ponsat and Rosemary Dean, Bomton/Cook Publishers, Inc., Box 86052, Upper Montclair, New Jersey 07043.

writing more interesting; and how sentences produced to express the morals of the fables can also express abstract ideas.

Start by discussing dialogue and spend a few minutes punctuating simple sentences that are bits of conversation. Discuss the use of quotation marks and paragraphing for dialogue. This is done quickly. Students then spend a few minutes writing some dialogue. (The instructor should write as well!) Ask students to turn to the world of imagination and imagine that it is the middle of the night, in the middle of the countryside, and that on a road running through the countryside a dog and a cat meet.

For their first paragraphs of dialogue students should write what the dog says to the cat. After the initial giggles and groans tell them that just about anything goes -- the only limit is their own imaginations -- they can write one sentence or ten -- but they're not to write anything else until instructed. After a few minutes instruct students to start a second paragraph and write what the cat says to the dog, then continue with a third paragraph, what the dog says back to the cat.

Explain that the fourth paragraph will be different. Instruct them to describe some natural event, a minor cataclysm that shakes things up in the countryside, like a storm, a flood or an earthquake, and then in the fifth paragraph write what the cat says to the dog about what has happened. Finally, in the last paragraph, write in dialogue the dog's answer to the cat. Have students quickly and silently read over what they've written

to get a sense of the whole structure. Ask them to skip a few lines and write "The moral of this fable is _____ _____."

Now that the structure is identified and the meaning of morals discussed, if necessary, students compose a few simple sentences which constitute ideas derived from the tale.

Go around the room and hear each piece. Tales are generally interesting and entertaining. Next discuss what students experienced doing this writing and reading or hearing fables as children. This exercise leaves students feeling satisfied that they have completed a task successfully and have shared with others the work they've produced.

Read all work aloud and make concrete observations. For example, you might observe in a particular piece of writing that, although dogs and cats are natural enemies, in this tale they are friends and are united in their struggle against the destructive forces of nature. In another tale, perhaps the turning point is the natural event, because after the storm, the characters' relationship changes. These concrete observations force the students to take a close look at the writing, to internalize the structure of writing and eventually make intelligent inferences on their own.

Instructional Strategies for Lower-Skilled Learners

While all program experiences should take into consideration the characteristics of adult learners and incorporate the

principles of learning and motivation, this should be especially true when working with those whose basic skill levels are assessed at 5th grade or below. For these women, the longer term goal of being economically self-sufficient through employment may seem very distant. Linking the educational experience with employment training may be harder because the direct payoff is not evident.

Instructors who work with participants often report that because of the extended time it takes to make learning gains, every day becomes a challenge to find new approaches. It is difficult to have a fixed class plan--flexibility is paramount.

An instructor must be ready to move with new topics or learning opportunities as they arise. For example, a class could be working on vocabulary by doing crossword puzzles together; a number of the clues could involve knowledge of geography, an area the students are unsure of. The instructor may need to leave vocabulary for the moment and focus on geography--a "teachable moment," calling for flexibility and creativity on the part of the instructor.

Building self-esteem is an element that needs to be included in every activity, every day. Every aspect of the learning environment and process should be analyzed to make sure that self-esteem is reinforced. Rewards for effort and progress need to be generously distributed on a noncompetitive basis.

Working in small groups of two or three and having one-on-one tutoring available are effective for lower level learners.

Instructors should include a mix of skill levels in each small group. Those with higher skills can help the others when the instructor needs to be working with another group.

Some instructors say they spend over 50 percent of their time creating new approaches or developing materials for use in class. Commercial materials are available that are appropriate to use with adult women who have skills below the 5th grade level (see section on Resources), but often they are not sufficient. Instructors find that when the commercial products are not available, they must supplement by developing their own materials.

The following are simple activities and ideas that require little preparation on the part of the instructor and, when added to the teacher's regular curriculum, should help the instructor incorporate the principles of learning and motivation listed earlier. Instructors, of course, will have their own collection of activities which they have developed over the years. The following are activities that have been used successfully in the demonstration sites and are included here to provide teachers with some new ideas and to stimulate additional ones.

Activities for basic skills development

- Create flash cards for working on letter recognition with those who do not know the alphabet.
- Have students separate vowels and consonants with flash cards.

- Teach alphabetizing of words with flash cards.
- Create a cassette tape with sounds of letters and words that students can practice with.

Skills development through game activity

- Make sets of cards with words for games like Concentration, Scrabble or Word Rummy that students can take home and play with their children.
- Work crossword puzzles as a group--solve in small groups first and then complete as a large group by using an overhead projector; have different students take the lead in facilitation of the group process.
- Have students design their own math word problems.
- Take every opportunity to create math problems from every day experiences such as budgeting for rent, buying food, paying utility bills or figuring transportation costs.

Incorporating skill development and self-expression

- Draw outlines or profiles of students' heads on paper and cut them out; have the students fill in the their thoughts and display the drawings in the classroom.
- Take polaroid pictures of each participant; have the students write about themselves.
- Have students bring in pictures of themselves and their families or other important people in their lives; create a collage and have the students write a story about it.

- When students read books, structure discussions around their responses to the books, not the actual content.

Skill building through discussion and presenting opinions

- Assign students the task of watching a particular television show (or show it on videotape during a class); have students discuss and write about the characters.
- Conduct group discussions about current events or issues in the community; have students write about their own solutions to the problems.
- Assign students the task of searching through newspapers or magazines to find vocabulary words learned in class; bring in the stories and talk about them in small groups.

Skill building through new experiences

- Take students on field trips to museums, work sites, special events; discuss and write about the trip.
- Take students to the library and have them apply for library cards; schedule monthly visits for them to select books and learn the retrieval system; have them write about or discuss their library experiences.

Skill building through self-evaluation

- Have students write a short paragraph on a topic of their choice and then read it to the instructor and the class; the instructor writes the paragraph as dictated and the student

then compares her written version to the instructor's to identify differences in spelling.

Skill building through software

- MATHBLASTER PLUS (Davidson, Inc., 3135 Kashiwa Street, Torrance, CA 90505) Helps students master basic math skills.
- MATH MAZE (Designware, 185 Berry Street, Bldg. 3, Suite 158, San Francisco, CA 94107-9937) A math practice game which combines math problems with moving through a maze. Students have to choose to divide, add, subtract or multiply.
- WRITING 1 & 2 (EDUWare, 185 Berry Street, San Francisco, CA 94107-9937) Helps students develop writing skills through demonstrations and practice lessons on possessives, contractions, plurals, subject-verb agreement, comma usage and recognizing and correcting incomplete sentences.
- WORD ATTACK (Davidson, Inc., 3135 Kashiwa Street, Torrance, CA 90505) Helps students develop vocabulary with 675 new words and their meanings and usages through four separate learning activities, including a fast-action arcade game.
- JOB SUCCESS (MCE, Inc., 157 Kalamazoo Mall, Suite 250, Kalamazoo, MI 49007) Teaches job-related skills under the following headings: Your Personal Habits, Your Work Habits and Emerging Occupations Interest Inventory.

Evaluating materials

When assessing potential materials for use with adult literacy students, it is useful to look first for mature themes which depict adult situations. You will want to select materials that include sufficient practice exercises for each newly developed skill, as well as plenty of examples and sample exercises. Instructions should be very clear, and the material should also be suitable for individual instruction.

The following evaluation checklist from the Midwest Women's Center can be used when considering specific materials. Always preview materials and do comparison shopping. The checklist can help when reviewing several different sets of materials and can be used to evaluate printed materials, videos or computer software packages.

EVALUATION CHECKLIST

E=Excellent S=Satisfactory W=Weak NA=Not Applicable

GOALS AND OBJECTIVES	E	S	W	NA
1. Purpose and rationale fully explained.				
2. Goals and objectives clearly outlined.				
3. Content directed to stated goals.				
4. Procedures to determine student readiness.				
5. Student achievement assessment included.				

VALIDITY	E	S	W	NA
1. Authors are experienced.				
2. Materials have been field-tested.				
3. Evaluations of materials are cited.				

CONTENT OF MATERIALS	E	S	W	NA
1. Concepts are developed and sequential.				
2. Concepts are clear and nonconflicting.				
3. Subject matter is current and relevant.				
4. Content will stimulate and challenge.				
5. Skills are introduced in order and reviewed.				
6. Major points are clearly identified.				
7. Audio-visual elements are integrated.				
8. Computer materials are integrated.				
9. Materials can be used independently or with minimum assistance.				
10. Reading level is appropriate for student.				

EVALUATION CHECKLIST (continued)

E=Excellent S=Satisfactory W=Weak NA=Not Applicable

OBJECTIVITY	E	S	W	NA
1. Information valid and factual.				
2. No stereotyped depictions based on race, sex, age, religion, national origin, ethnicity, sexual preference, or disability				
3. Positive portrayals of diversity.				

EASE OF USE	E	S	W	NA
1. Materials easy to handle and use.				
2. Available in a series of booklets rather than large, intimidating volumes.				
3. Materials well designed and packaged attractively.				
4. Print easy to read.				
5. Effective use of pictures, examples and diagrams.				

TEACHER MATERIALS	E	S	W	NA
1. Requires no special in-service training.				
2. Adequate teacher guides provided.				
3. Encourages teacher/student interaction.				
4. Suggestions for meeting needs of students at varying levels included.				
5. Related learning activities included.				

EVALUATION CHECKLIST (continued)

E=Excellent S=Satisfactory W=Weak NA=Not Applicable

SUMMARY AND RECOMMENDATIONS	E	S	W	NA
1. Materials accomplish purposes.				
3. Are reasonably priced.				
4. Can be available on a timely basis.				
5. Recommend the purchase of materials.	Yes _____		No ____	

Conclusion

Adult learners have special needs that must be taken into account by the instructor. Although the adults in literacy programs may have the same skill levels as children or teenagers, they have adult experiences and responsibilities. A successful program of integrating literacy and employment skills requires sensitivity to the special needs of the adult learner.

The experience of the four demonstration sites participating in the Women's Workplace Literacy Initiative shows that sensitivity to the adult need to maintain self-esteem is critical to the success of their programs. The life experiences and family responsibilities of the students must be considered when scheduling classes and assigning homework, and the content of materials used in the classroom should relate to adult experience. Equally important is the understanding that adults are more comfortable with and responsive to peers than authority figures. These characteristics should be kept in mind when designing program curricula for adult learners and establishing the necessary support services.

RESOURCE MATERIALS AND PUBLICATIONS

Literacy Instruction

All Spelled Out. Betsey Reuben, Contemporary Books, 180 N. Michigan St., Chicago, IL 60601, (312) 782-9343, (1986). This series includes four basic spelling skills books designed for teens and adults. Level A focuses on simple one-syllable words, but words become more complex in later books. Besides introducing vocabulary word lists, this series concentrates on dictionary and writing exercises to help students practice their spelling skills in context.

Building Basic Skills Series. Contemporary Books, 180 N. Michigan St., Chicago, IL 60601, (312) 782-9343, (various dates). This is a pre-GED series where essential skills in reading, math, science, social studies and writing are introduced. Sample exercises and explanations are clear and each series allows the student plenty of practice of newly acquired skills. Pre-tests and post-tests are also provided to aid in student progress checks.

Filling Out Forms. Wendy Stein, New Readers Press, 1320 Jamesville Ave., Syracuse, NY 13210, (315) 422-9121, (1986). This book takes the fear out of filling out a form. An introduction to forms in general is written in an easy pleasant manner. Later chapters stress specific types of forms. Each chapter has clearly written explanations and lots of practice activities.

In Your Own Words. Seymour Goldberg and Jack Norman, Cambridge University Press, 40 West 20th St., New York, NY 10011, (212) 924-3900, (1986). This is a two-volume writing program for adults. Volume 1 focuses on sentence formation while Volume 2 deals with the structure of the paragraph. Both volumes contain pre-tests and post-tests that are useful in both placement and assessment of the learner. This series is a good supplement to a writing program.

Number Power. Jerry Howett, Robert Mitchell, Donald Prickel, Kenneth Tamarkin, Contemporary Books, 180 N. Michigan St., Chicago, IL 60601, (312) 782-9343, (1983). This series of five books separates whole numbers, fractions, decimals, percents and word problems into separate skills and devotes a whole book to the mastering of each individual skill. The series provides many practice exercises and is useful for instructors who have students with various skill levels.

Remembering: A Learning Centered Approach to Literacy. Carol Goertzel and Kathy Reilly, New Readers Press, 1320 Jamesville Ave., Syracuse, NY 13210, (315) 422-9121, (1988). An excellent series which allows the readers to draw upon their own experiences and memories of family and friends contains short and easy to read stories written by adults like themselves. These stories are followed by writing and discussion activities.

Steck Vaughan Comprehension Skills. Steck Vaughan Company, P.O. Box 26015, Austin, TX 78755, (512) 343-8227, (various dates). This series of practice books is designed to supplement

a reading program and focuses on five essential reading skills: finding facts; detecting sequence; finding the main idea; learning new words through context; and drawing conclusions. The books range from reading level 2 (prep level) to reading level 6.

Write All About It. Andrea Leis, New Readers Press, 1320 Jamesville Ave., Syracuse, NY 13210, (315) 422-9121 (1986). This workbook teaches the basic writing skills using a newspaper style. The emphasis is clear, grammatically correct writing. All basic skills of English language usage are covered with clear explanations and practice activities.

Job readiness workshops

The following books are published by Jist Works, 720 Park Ave., Indianapolis, IN 46202, (317) 264-3720.

Attitudes on the Job. Brewner, McMahon, Paris and Roche, (1988). This is a Pre-employment book for those seeking their first job. The book stresses personal involvement and growth for those whose goal is career success.

Getting the Job You Really Want. J. Michael Farr, (1988). This book covers through narrative and activities the information students need to know in order to get the jobs they want. Chapters are intentionally short and include only the most successful techniques in job hunting.

How to Have a Winning Job Interview. Deborah Bloch, (1989). Good advice and lots of activities prepare the individual for a successful interview. Topics include skills identification,

personal goals, dress and grooming, and answers to problem questions.

Job Survival Skills. Brewner, McMahon, Paris and Roche, (1989). This book reviews the decision-making attitudes and skills necessary to deal with work situations. There are many examples, exercises, discussion topics and role play activities. Perfect for first time job seekers.

The Perfect Resume. Tom Jackson, (1990). Practice in resume writing is presented in workbook style. Various formats are given as well as hints on deciding which format best emphasizes the individual's skills, interests and achievements.

Project Have Skills Workbook. Ruth Eckstrom, (1981). This book is designed to help women who are returning to work to identify the job-relevant skills they have acquired through managing a household or working as a volunteer and to match these skills with job requirements.